

ICT Literacy Map ENGLISH

DESIGNED IN COOPERATION WITH THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH

ICT Literacy Maps are the result of hundreds of hours of research, development and feedback from educators and business leaders across the nation. The Partnership has issued ICT Literacy Maps for the core subjects of Geography, Math, English and Science. These tools are available at www.21stcenturyskills.org/matrices/.

The Partnership for 21st Century Skills advocates for the integration of Information and Communication Technology (ICT) Literacy into K-12 education so that students can learn and achieve in the core academic subjects at much higher levels. The Partnership defines ICT Literacy as the use of 21st century tools to perform learning skills.

The Partnership has forged alliances with key national organizations that represent the core academic subjects, including English, Math, Science and Geography. As a result of these collaborations, the Partnership has developed a series of ICT Literacy Maps that illustrate the intersection between ICT Literacy and core academic subjects. The maps enable educators, administrators and policymakers to gain concrete examples of how ICT Literacy can be integrated into core subjects.

LEARNING SKILLS FOR INFORMATION AND COMMUNICATION

Information and Media Literacy

Analyzing, accessing, managing, integrating, evaluating and creating information in a variety of forms and media. Understanding the role of media in society.

Grade	21st Century Tools for: Communication, Information Processing, and Research	SAMPLE Student Outcomes for: Accessing, Processing, Managing, Integrating and Communicating Information
4th Grade	Historical fiction, photos, internet and other information research tools, TV	<ul style="list-style-type: none">After reading a piece of historical fiction, view related historic or family photos. Make inferences about the people portrayed and their lifestyle, analyze what is not in the photo as well as what is, or evaluate how these photographs help students understand this period in history.Using an internet bibliography (bookmarks) on an endangered animal, locate and select interesting and accurate information and create a scavenger hunt for classmates to follow.Make a record of commercials aired during Saturday morning cartoon programming. Categorize and tally such details as the kinds of products advertised, the method(s) the ad uses to attract younger viewers, the gender the ad seems to address, and estimated ages of children appearing in the ad. Select several of the ads and survey schoolmates about which ads are favorites. Analyze the survey for patterns of popular appeal. What are "patterns of popular appeal?"
8th Grade	Historical fiction, photos, internet and other information research tools, TV, comic strips, movies, electronic correspondence, multimedia resources, primary sources, audio recording, internet	<ul style="list-style-type: none">Survey and compare movie viewing habits and popular types of movies and titles with a partner class in another region or country. Include a well-formatted bibliography of the most popular movies. Analyze the results for trends or conclusions. Compare the results with national surveys.Search information from a variety of print, online, and non-print sources for a report on a topic of personal interest related to the Holocaust. Evaluate the information using criteria for validity and reliability. Give rationale for any sources suspected to be unreliable.From a favorite magazine, choose a variety of advertisements of products that are personally appealing. Analyze the techniques used by each advertisement to attract teen buyers.
12th Grade	Historical fiction, photos, internet and other information research tools, TV, comic strips, movies, electronic correspondence, multimedia resources, primary sources, audio recording, internet	<ul style="list-style-type: none">Analyze the portrayal of bosses in popular media (comic strips, TV comedies, TV dramas, movies), identifying stereotypes found and identifying the kinds of "real life" bosses that are not included.Choose a social issue or controversy that has been a subject of protest songs. Using primary sources (print, digital, or community resources), research an aspect of the issue to use as background in writing an original protest song or lyrics.Identify characteristics of suspect information that may indicate it is an internet hoax, fraudulent activity or an unreliable source.Distinguish satire and parody from other non-ironic forms of expression.

PARTNERSHIP FOR 21ST CENTURY SKILLS
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A Learning Skill
+ B 21st Century Tool
= C ICT Literacy

An example from the Math ICT Literacy Map illustrates sample outcomes for teaching communication skills.